

TEACHING VOCABULARY USING WORD SEARCH GAME WITH PICTURE

A RESEARCH ARTICLE

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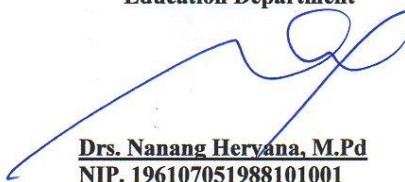
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Abstract

The aims of this research was to investigate the affect of teaching English vocabulary using word search game with picture to the seventh grade students of SMP Islam Haruniyah Pontianak in the school year of 2018/2019. The research was conducted to find out whether teaching vocabulary using word search game with picture effects the students' vocabulary achievement. This research was a pre-experimental study with one group pre-test and post-test design. The sample was the seventh grade students which consisted of 30 students. The data were collected using measurement technique. Then, the result of this research was analyzed using t-test. The data analysis showed that the t-ratio 10.91 and the t-critical was 2.045 based on t-table distribution using one tailed with $\alpha = 0.025$ which means that the t-ratio was higher than the t-critical. Therefore, the alternative hypothesis (H_a) which stated "Teaching vocabulary using word search game with picture to seventh grade students of SMP Islam Haruniyah Pontianak in the school year of 2018/2019 affects the students vocabulary achievement significantly" was accepted. It showed that word search game with picture affects significantly on the students' English vocabulary achievement.

Keywords: *Word Search Game with Picture, Vocabulary, Affect.*

INTRODUCTION

In a study of languages, there are four skills such as speaking, listening, writing and reading that needed to be master. In order to be able to mater the language skills, the people have to master the vocabulary at first. That is why teaching vocabulary become one of the aspects in teaching English as a foreign language. Viera (2017) stated that vocabulary is an essential tool for mastering any language skills especially for writing and speaking. Hiebert and Kamil (2005) stated that there are two kinds of vocabulary such as oral vocabulary and written or print vocabulary. They also added that oral vocabulary should be more complex than written or print vocabulary because it will increase the child's comprehension. Vocabulary is one of the factors to improve students' language skills. It means that if the students know more vocabularies, they will be able to share their ideas, opinions,

thoughts or experiences in English. Automatically, it will make them easier to have a good communication in English effectively.

Vocabulary is one of the factors to improve students' language skills. It means that if the students know more vocabularies, they will be able to share their ideas, opinions, thoughts or experiences in English. Alqahtani (2015) argued that it will be difficult for someone to have a successful communication if they have limited vocabulary. Furthermore, Thornbury (2002) stated that someone who spent more time to learn vocabulary will get more improvement in their English compare to those who learn grammar. Mastering English vocabulary will make the students easier to have a good communication in English and understand what other people say even though they are not really good in grammar.

In order to be able to make the students master vocabulary, the role of the teacher in teaching vocabulary is very important. Brown (2007) defined that teaching is transferring knowledge or helping someone to learn about something by instruction and guidance. When teaching, the teacher acted as the facilitator and the controller. It can be means that the teacher needs to have plans about the technique and strategies in teaching. When teaching, an English teacher must have appropriate strategies or techniques in order to make the learning process meaningful, effective and fun. Nation (2000) added that the teaching strategies must be accurate and complete. It is because when the teaching strategies or techniques are accurate and complete, the teacher will be able to create the good and fun atmosphere in the classroom. The good atmosphere will make the students interested to learn.

The way of teaching English vocabulary is very essential for students to support them in the learning process. In this case, the writer used game as the technique of teaching English vocabulary because the subject of this research was junior high school students. According to Genoveva, Sada and Arifin (2016), game is appropriate for students of Junior High Schools because the students in that age prefer to play a game than to learn seriously. Besides, the teacher needed to pay attention on the role of teaching English vocabulary using game. Munawaroh (2013) there are some principles in teaching vocabulary using game as follows: a) the teacher gives the students clear instructions and the rules of how to play the game. So the students understand and they can play the game, b) the teacher gives the example of playing the game, c) the students must focus on the teacher's instruction to know how to play the game, d) after giving the clear instructions, the teacher distributed the game, e) last but not least, the teacher gives 20 minutes for the students to finish their work and f) the last is discuss the answer together.

The schools where the subject of this research is implement the curriculum of 2013. In curriculum 2013, English subject for junior high school focuses on teaching English vocabulary. It can be seen on the syllabus and the competences which applied in curriculum 2013. In implementing this research, the writer gave the limitation for the vocabulary where the teaching vocabulary in curriculum 2013 focuses on teaching about noun. Besides, it is related to the material taught in the seventh grade students. Seaton (2007) divided nouns into two categories such as common nouns and proper nouns. Seaton added that common nouns consist of the words for people, animals, place or things (for example: bird, chair, car, soldier, singer etc) while proper nouns are the particular names for people, animals, place or things (for example: the name of the day and month, the name of countries and their people, or the name of a buildings). The focus of this research was in common nouns.

In implementing the research, the writer decided to use word search game with picture as the technique to increase students' vocabulary achievement. Word search game with picture is one of vocabulary games. According to Kalvitis (2013), Word search game is a word game which consists of the letters of the words that are placed in a line which usually has the square shape. The words can be arranged vertically or horizontally. Teaching vocabulary using word search game with picture can give the teacher new idea that teaching English vocabulary can be done in a fun, enjoyable and interesting way. According to Gemert (2016), there are some advantages of using word search game in teaching learning process. They are: a) it will help the teacher to introduce and review new vocabulary, and b) it is fun and interesting. Furthermore, Genoveva, Sada and Arifin (2016) stated that by analyzing words letter by letter, it will help to increase the critical thinking of the students.

There were some similar studies about teaching English vocabulary using word

search game with picture. First, Setyaningsih (2015) who conducted a research on the use of word clap game to improve students vocabulary achievement. In the result, she found that the students were more active, enjoyed the learning process and enthusiastic. The students also could remember new vocabulary easily. It can be seen from the improvement of the students' score after the treatment applied which means that teaching vocabulary using word search game is effective. Another similar research was conducted by Masri and Najar (2014) who implemented the research about the affect of using word game on primary stage students achievement in English language vocabulary. In the research, they found that teaching vocabulary using word games was effective for the students because it gave the students opportunity to learn English in a fun way, made them curious,

active and enthusiastic to learn English in an enjoyable way.

METHODOLOGY

In this study, the writer used pre-experimental research with *One Group, Pre-test and Post-test* design. The purpose of this research was to investigate the affect of teaching English vocabulary using word search game with picture on Students' English vocabulary. The writer used quantitative research to analyze the result before and after the treatment applied. According to Cohen (2005), pre-experimental research is a research design which is done to know the affect changes to the students' orientation towards social studies teaching. The *One Group, Pre-test and Post-test* design presented as follows:

Table 1. One group pre-test and post-test design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁	X	O ₂

The population in this research was the seventh grade students of SMP Islam Haruniyah Pontianak in academic year 2018/2019 which consist of 60 students where class 7A was 30 students and 7B was 30 students. In choosing the sample of this research, the writer use cluster random sampling technique. The population is divided into sub-class called as clusters on the basis of their class. The writer put name of class on a slip of paper to select the sample. The writer took class A in the seventh grade students of SMP Islam Haruniyah Pontianak in academic year of 2018/2019 as sample of this research. The sample consist of 30 students. In order to get the data, the writer used measurement technique to collect the data of students' vocabulary achievement using word search game with picture.

In conducting the research, the writer did it in some stages: 1) try out which aims to make sure that the test items valid and can be used as the test for the students, 2) pre-test which aims to know the mean score before the treatment applied, 3) treatment and 4) post-test which aims to know the affect for students' vocabulary achievement after the treatment applied. When doing the try out, there were several tools that the writer use such as: 1) vocabulary test, 2) validity, 3) reliability, 4) level of difficulty and 5) discriminating power. Before the test items used to test the students, the writer need to try out the test items to make sure that all of the test items can be used as a test. Here, the total of the test item of pre-test and post test was 20 test items of multiple choices. The writer used content validity to make sure whether the test item is valid or

not. The content validity itself was matched with the material that already learned.

In curriculum 2013, teaching English vocabulary focuses on the aspects of vocabulary such as word meaning, word spelling and word use. Here, the writer concerned to the word meaning and word spelling.

After make sure the test items was valid, the writer need to know the reliability of the test items. Cohen, Manion and Morrison (2007, p.146) says “Reliability is a consistency over time, over instruments, and

over groups of respondents, it is mostly concerned with precision and accuracy. It means that if the test is given to another group of people, the result will be similar. Refer to the calculation using Master TAP, the writer got the result of reliability of the test item was 0.335 which meant that the test item was reliable to be used as a test. It is because the standard of reliability was 0.245. After reliability, the writer needed to know the level of difficulty of the test items and the discriminating power. Brown (2004) classified the level of difficulty as follows:

Table 2. Category of Level Difficulty

Category	Level of Difficulty
0.00– 0.30	Difficult
0.31 – 0.70	Moderate
0.71 – 1.00	Easy

Based on the result of the try out that already conducted, the data showed that that the level of difficulty of the test item was 0.52 which means that the level of difficulty of the test item including the category of moderate and the writer could use it as the test items of pre-test and post-test. Last, the

writer needed to know the discriminating power in order to know which test items can be used and which test item should be reviewed or eliminated. Backhoff, Larrazolo and Rosas (2000) classified the discriminating power into some categories as follows:

Table 3. Classification of Discriminating Power

ID	Quality	Recommendation
> 0.39	Excellent	Retain
0.30-0.39	Good	Possibilities for improvement
0.20-0.29	Mediocre	Need to check/review
0.00 - 0.20	Poor	Discard or review in depth
< -0.01	Worst	Definitely discard

Based on the result of the try out, the discriminating power of the test item was 0.22. It meant that the test item was mediocre and the test items needed to be checked or reviewed. after get the result as written above, the writer change the several test items which needed to be changed.

In applying word search game with picture in teaching English vocabulary, the writer applied some procedures in teaching of English vocabulary using word search game with picture as follows: 1) opening: the teacher start the learning process by greeting and checking the students` attendance and give the clue to the students about the

material to be taught. 2) main activities: here the teacher start the game with some steps: a) the teacher distributed the word search game with picture to every student so that they can have a clear look on what the game is like, b) the students observed the word search game with picture, c) the teacher asks the students in turns to find the words in the word search game with pictures, make a line and write the words they found in the box provided, d) the teacher asks the students to mention the words they found in the word search game with picture and then write it on the white board one by one. 3) closing: as the closing, the teacher did some question and answer to the students about vocabulary they got in the lesson as the reflection and made a conclusion about the material.

RESULTS AND DISCUSSION

Results

The implementation of the research of teaching English vocabulary using word search game with picture was done in several stages in pre-experimental research with *One Group, Pre-test and Post-test* design. The stages were: a) pre-test, b) treatment and c) post-test.

In order to be able to answer the research questions, the writer needs to analyze on the student's individual score of pre-test and post-test. The number of the test items were 20 test items of multiple choices. To calculate the data, the writer needed to calculate some data such as the mean score of pre-test and post-test, the varians and the standard deviation. The writer also needed to calculate the corelation between the pre-test and the post-test. Next, the writer calculated the t-test using the t-test formula. After that, the writer determined the $t_{critical}$ based on the distribution table of $-t$. The last, compared the t-test or t_{ratio} and $t_{critical}$ to know is there

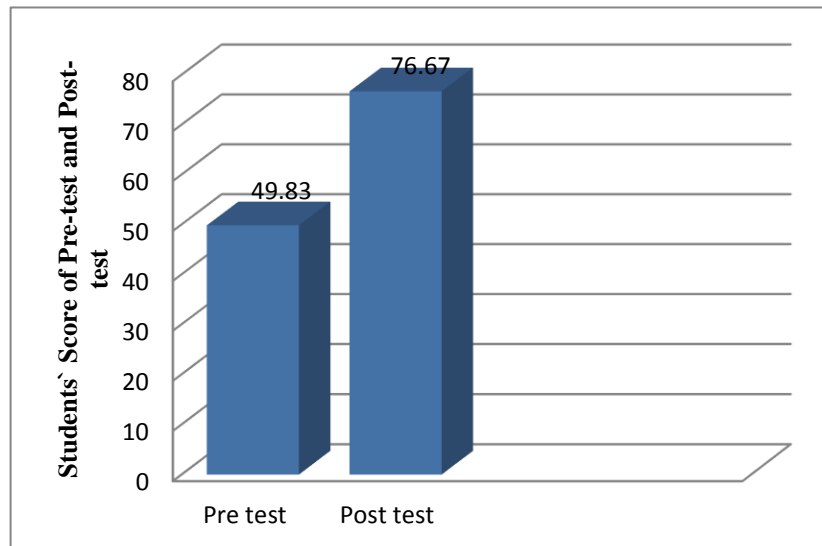
any significance affect before and after the treatment.

In this tersearch, there were several steps that that the writer have done. First was conducted the pre-test before implementing the treatment of teaching English vocabulary using word search game with picture. In the pre-test, the sum of the students' score of pre-test (O_1) was 1,495 with the highest score was 80 and lowest score was 35 and the mean score of pre-test was 49.83 where the score of word meaning was 30.5 and spelling was 19.33.

The second steps was implemented the treatment of teaching English vocabulary using word search game with picture. The writer give the students two times of treatment. First meeting taught about Things in The Classroom and the second meeting taught about Things in The Living Room.

The last steps was the post-test which conducted after the treatment. The sum of the students' score of post-test (O_2) was 2,300 with the highest score of post-test was 100 and the lowest score of post-test was 60 and the mean score of post-test was 76.67 where the score of word meaning was 46 and spelling was 30.67. It means that there was a significant difference on the students' vocabulary achievement after being treated by word search game with picture.

Based on the result of the calculation above, the writer concluded that there was a significant difference between the mean score of pre-test and post test. It means that teaching English vocabulary using word search game with picture has a significance affect on the students' vocabulary achievement. The significant difference of before and after treatment of teaching English vocabulary using word search game with picture could be seen from the graphic below:



Graphic 1. Students' Mean Score Pre-test and Post-test

Then, the writer analyses the difference of the students' mean score before and after treatment applied using t-test. Before determined the t-test, the writer needed to count the variation score before and after the treatment, standard deviation and the correlations of pre-test and post-test. Variation score of pre-test was 149.11 and post-test was 69.54 where the standard deviation of pre-test was 12.21 and post-test was 8.33. Both variation and standard deviation used to know the correlation before and after treatment. The correlation of pre-test and post-test was 0.181 which means that there was a strong enough correlation of before and after the treatment. Next, the writer analyze was there any significance score between pre-test and post-test by using t-test. The writer obtained that the t-test was 10.91. The writer determined the $t_{critical}$ where $\alpha = 0,05$, because there were two samples before and after treatment so the writer use one tailed with $\alpha / 2 = 0,05/2 = 0,025$. To find out $t_{critical}$ in distribution table -t, $db = n-1$, $db = 30-1 = 29$. It means that the $t_{critical}$ is 2.045. Then the writer compared the t_{test}/t_{ratio} and $t_{critical}$, the result of statistical analysis showed that t_{ratio} was 10.91 and $t_{critical}$ was 2.045. it means that t_{ratio} was higher than $t_{critical}$ ($10.91 > 2.045$).

Based on the calculation above, it can be concluded that teaching vocabulary using word search game with picture at the

seventh grade students has significantly increased the students' vocabulary achievement. Thus, it proves that the alternative hypothesis which stated that (teaching vocabulary using word search game with picture at the seventh grade students affect the students vocabulary achievement significantly) is accepted and the null hypothesis which stated that (teaching vocabulary using word search game with picture at the seventh grade does not affect the students vocabulary achievement significantly) is rejected. The significant differences can be interpreted that the students' vocabulary achievement was significant after being taught using word search game with picture.

Discussion

Refer to the research findings, the writer concluded that t-ratio was bigger than t-table. It can be means that there was a significant difference in students' achievement after the writer treated them using word search game with picture in teaching English vocabulary. In other words, word search game with pictures can affect vocabulary achievement to the students of SMP Islam Haruniyah Pontianak in academic year 2018/2019.

After implementing the research, the writer found the similarities between this

research and the previous research that was word search game with picture can increase students' vocabulary achievement and makes the students easier to memorize new vocabulary. In addition, the writer found that there was an improvement in spelling of the words in English. Through this research, the students not only increase in vocabulary achievement but also the spelling of the words themselves.

Furthermore, word search game with pictures is recommended to be used in teaching English vocabulary because it can increase students' English vocabulary achievement and engage students' participation. When the treatment applied, most of the students were active to participate in the learning process. Besides, they become more enthusiastic and give their attention to the teacher. In line, word search game with pictures helps the student in memorizing and understanding the vocabulary, along with the spelling of the words which they have learnt.

For the teacher, this technique can help them to explain materials easily in entertaining ways. Teacher could use the word search game with pictures in other possible material which applied in the curriculum and syllabus of the school. Munawaroh (2013) stated that this game can be used to teach recount text. Besides, word search game with picture also can be applied in other possible material such as Public Places, Public Transportation and This is My World as an alternative material to enhance students' achievement in learning English vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

Regarding to the research findings and discussion, the writer concluded that teaching English vocabulary using word search game with pictures can increase students' vocabulary. Thus, the prediction of the alternative hypothesis (H_a) in this

research is accepted, as the matter of fact that there was a significant difference on students' achievement after being treated by word search game with picture. It also means that the null hypothesis (H_o) was rejected. Additionally, the students also experienced an improvement in spelling. It means that by using word search game with pictures in teaching English vocabulary, the students not only became easier to remember words but also easier to remember the spelling of the words themselves. It can engage students' participation actively in classroom activities. The implementation of word search game with pictures highly assisted students to understand the material.

Suggestion

Word search game with picture is only one of the alternative techniques in teaching English vocabulary. However, using word game as teaching technique helps the teacher find the alternative way to teach English vocabulary. Regarding to the discussion, the writer suggests in teaching vocabulary for junior high school students to consider and eventually used word search game with picture as one of the techniques in teaching English vocabulary. It is because word search game with picture can increase students' vocabulary achievement and make the students became more active, enthusiastic, and increase motivation to participate in the learning process.

Furthermore, teaching English vocabulary using word search game with pictures can make the students easier to remember vocabularies and the spelling of the words themselves. The writer also recommends other researchers who have any intention to apply this technique to different kinds of material which are appropriate with students' characteristic and curriculum of the school. Word search game with pictures also possible to be used in other material in such as Public Places, Public Transportation and This is My World.

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